



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

- VII. A Book of Local History.
- VIII. Lessons in Local History and Geography.
- IX. Lessons Amplifying the Ordinary Textbook. Accounts Found in Geographies.
- X. Exercises in Mathematics.
- XI. Nature Study.
- XII. Community Life.

Part II, "Classroom Problems in the Education of Gifted Children."—Ever since the introduction of the system of mass instruction into our public schools there has been a growing concern lest the individual would be swallowed up in the mass. Educational literature during the last thirty or forty years has been replete with discussions of the problem of adapting the machinery of the schools to the needs of the individual. In his reports to the St. Louis Board of Education and in his addresses before the National Education Association during the late 60's and early 70's, we find Dr. Harris pleading for a better adaptation of the school organization to individual needs. Other men, during and since Dr. Harris' day, have made vigorous pleas for the same cause. The practical outcome of this concern for the individual child has been the institution of various schemes for adapting the school organization to the individual child. Hence, school people have grown familiar with such terms as free progress through the grades, frequent promotions, promotion by subjects, the St. Louis Quarterly Promotion Plan, the Cambridge Double-Track Plan, the Pueblo Plan, the Batavia Plan, the Burk Plan of Individualizing Instruction, and the Fond du Lac Plan, as well as other schemes of adapting school work to individual capacities.

Most schemes for adapting instruction to the individual child have concerned themselves with only the subnormal and normal children. More recently, however, the need of adapting instruction to gifted children has been much emphasized. No doubt, the findings of educational and mental tests have done much to emphasize the need of the adaptation of instruction to the needs of gifted children.

Part II of the yearbook is devoted to the various classroom problems which arise in the education of gifted children. The volume is given over to the following considerations:

CHAPTER

- I. Flexible Promotion Schemes as Related to the School Progress of Gifted Children.
- II. Special Rooms for Gifted Pupils.
- III. The Experimental Room at Urbana.
- IV. Results of the Educational Tests.
- V. Results of a Practice-Test in Multiplication.
- VI. Results of the Mental Tests.
- VII. Methods of Teaching as Adapted to the Instruction of Gifted Children.
- VIII. General Summary and Recommendations.
- IX. Bibliography.

*The Memphis Survey.*¹—Among the recent activities projected by the Bureau

¹ "The Public School System of Memphis, Tennessee." *Bureau of Education Bulletin No. 50, 1919.* Washington: Department of the Interior.

of Education is a survey of the public-school system of Memphis, Tennessee. The report of the survey commission has just been completed and appears in seven parts. The complete report appears under the following titles:

- Part I, chapter i. An Industrial and Social Survey of Memphis.
 - chapter ii. School Organization, Supervision, and Finance.
 - chapter iii. The Building Problem.
- Part II, chapter i. The Elementary Schools.
 - chapter ii. The High Schools.
- Part III. Civic Education.
- Part IV. Science.
- Part V. Music.
- Part VI. Industrial Arts, Home Economics, and Gardening.
- Part VII. Health Work.

In general the survey reports follow the plan of procedure given below:

1. A discussion of the general problems in the particular fields covered by the survey, together with suggested solutions.
2. The extent to which Memphis has met and solved these problems.
3. Recommendations of the survey commission.

The entire series of reports is well worth careful reading for the rich suggestions which it contains for the reconstruction of school policies and programs. Part I is unique in that it incorporates the suggestions which the teachers contributed on such questions of educational policy as (*a*) politics, the board of education, and the superintendent; (*b*) qualifications of teachers, their improvement, supervision, and dismissal. The suggestions offered by the teachers are sensible and timely and clearly show that much wholesome reform could be attained in school systems if teachers were called into counsel on matters pertaining to educational policies.

Those interested in science instruction in the public schools will wish to acquaint themselves with the commission's recommendation contained in Part IV relative to the relation of science to other subjects, the science curriculum, the administration and supervision of science instruction, the sequence of science courses, and the science equipment.

Part V, dealing with music, contains discussions on such timely topics as the music textbook, the quality of rote singing, training children's voices, the problem of the monotones, the beginning of technical instruction, part-singing, errors in voice classification, the effect of the formal examination, the departmental plan of organization, inadequate preparation of teachers, lack of proper equipment, contrast between negroes and whites, faults of instruction, an intensive music course with a vocational outlook, ways of developing musical interest, conserving and developing the best in negro music, relation between music in the schools and in the community.

In Part VI the following subjects are considered: manual training, vocational education, home economics, and school gardening. Part VII, dealing with health work is given over to a consideration of the following:

1. The school's obligation in educating for vigor and sanity. In this connection a fivefold program is outlined.

2. The physical conditions of Memphis school children. This discussion of physical conditions is carried on in terms of an examination of 600 children.
 3. Mental status of children.
 4. What is being done in Memphis to provide for the physical needs of children.
 5. A plan proposed.
-

II. CURRENT PUBLICATIONS RECEIVED DURING THE PAST MONTH

A. GENERAL EDUCATIONAL METHOD, HISTORY, THEORY AND PRACTICE

- ADAMSON, JOHN WILLIAM. *A Short History of Education*. London, England: Cambridge University Press, 1919. Pp. xi+371. \$4.00.
- Annual Report of the General Education Board, 1918-1919*. New York: General Education Board. Pp. xiv+98.
- ATHEARN, WALTER SCOTT. *A National System of Education*. New York: George H. Doran Co., 1920. Pp. xi+132. \$1.50.
- BUCKNER, CHESTER A. *Educational Diagnosis of Individual Pupils. Teachers College Contributions to Education, No. 98*. New York: Teachers College, Columbia University, 1919. Pp. ix+93.
- CUMMINS, ROBERT ALEXANDER. *Improvement and the Distribution of Practice. Teachers College Contributions to Education, No. 97*. New York: Teachers College, Columbia University, 1919. Pp. 72.
- FRETWELL, ELBERT KIRTLEY. *A Study in Educational Prognosis. Teachers College Contributions to Education, No. 99*. New York: Teachers College, Columbia University, 1919. Pp. 55.
- GEHRKENS, KARL WILSON. *An Introduction to School Music Teaching*. Boston: C. C. Birchard & Co., 1919. Pp. vi+132.
- LEWIS, IDA BELLE. *The Education of Girls in China. Teachers College Contributions to Education, No. 104*. New York: Teachers College, Columbia University, 1919. Pp. 92.
- Nineteenth Yearbook of the National Society for the Study of Education*. Part I, "New Materials of Instruction," pp. 194, \$1.10; Part II, "Classroom Problems in the Education of Gifted Children," by Theodore S. Henry, pp. 125, \$1.00. Bloomington, Illinois: Public School Publishing Co., 1920.
- STRAYER, G. D., and ENGELHARDT, N. L. "Score Card for Village and Rural School Buildings of Four Teachers or Less," *Teachers College Bulletin*, Eleventh Series, No. 9, January 3, 1920. New York: Teachers College, Columbia University. Pp. 22. \$0.35.
- STRAYER, G. D., and ENGELHARDT, N. L. "Score Card for City School Buildings," *Teachers College Bulletin*, Eleventh Series, No. 10, January 17, 1920. New York: Teachers College, Columbia University. Pp. 45. \$0.50.
- WILSON, GUY MITCHELL. *A Survey of the Social and Business Usage of Arithmetic. Teachers College Contributions to Education, No. 100*. New York: Teachers College, Columbia University, 1919. Pp. v+62.